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ABSTRACT

In our modern industrial society, kindergartens are an indispensable, independent educational facility for children. Priority is given to the all-round, comprehensive promotion of children's natural resources rather than to subject-tied programs. German educator Friedrich Frobel (1782-1852) developed the concept of kindergarten, attaching great importance to free, creative activities as a foundation for more rational schooling in order to develop Lebenseignung (fitness for life). Basic reform in the content of kindergarten work was initiated in the 1970s, characterized by the concepts of social learning and elementary social education. As the state and local governments have considerable autonomy in youth welfare measures, there exists an extraordinary variety of programs. Kindergarten staff are trained through a variety of courses in college or vocational schools. There is a new commitment to providing more flexible hours for kindergartens, and for kindergartens to function as children's centers, combining day care with educational intent. The integration of handicapped children into kindergartens is also being pursued. The special problems of the children of foreign parents call for open-mindedness and a knowledge of the contemporary socio-cultural environment. Addresses of authorities and bodies concerned with kindergarten education, a list of 16 references, and a German-English glossary of keywords are included. (PPB)

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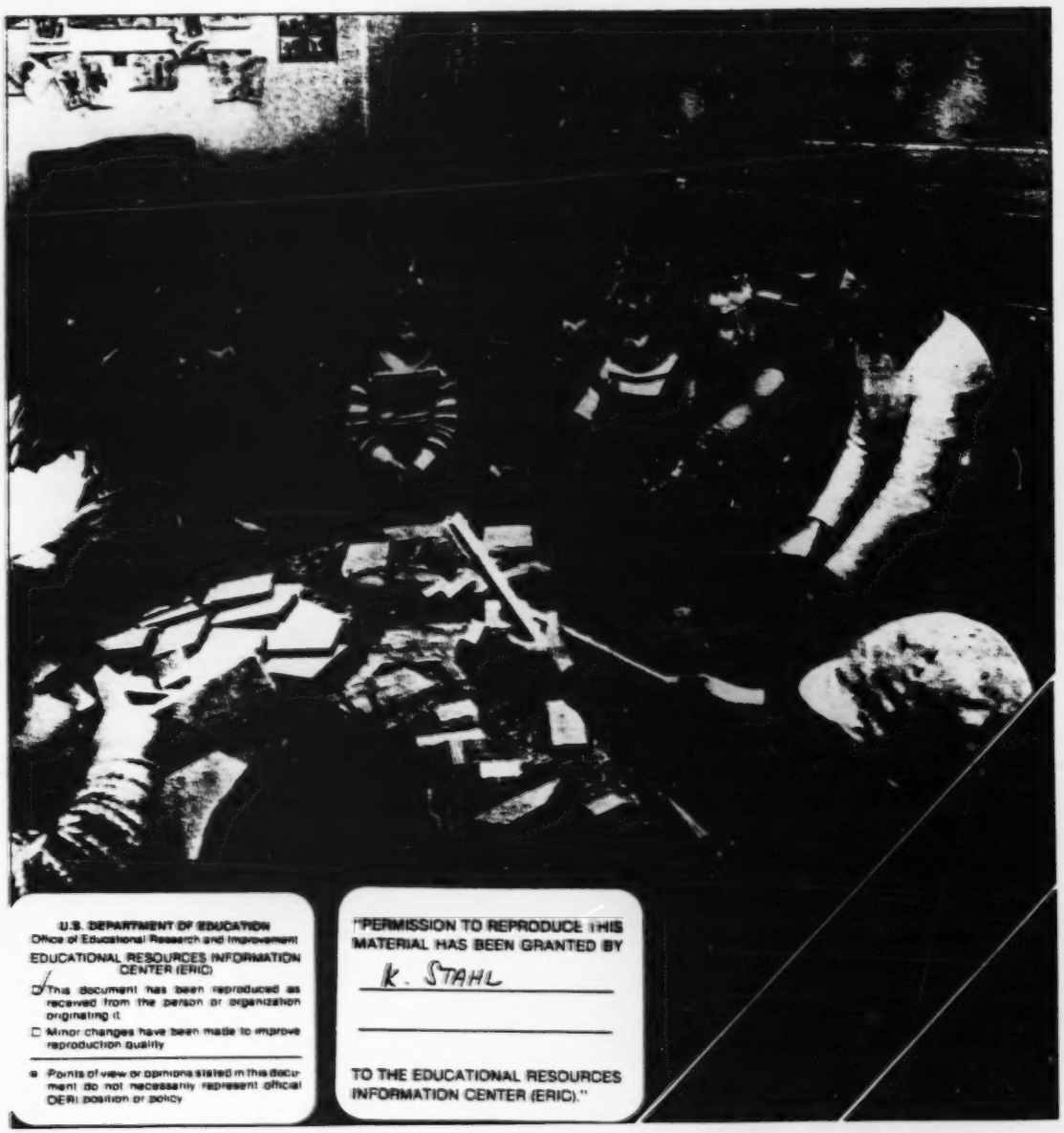

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Preface

In our modern industrial society, kindergartens are an indispensable, independent educational facility for children before they start school. Priority is given to the all-round, comprehensive promotion of children's natural resources rather than to subject-tied, learning-aim-oriented work programmes. In this context, the development of creativeness and inventive powers enjoy pride of place. As a family-supplementing facility, kindergartens also devote great attention to the development of social competence. They offer each and every child refuge and a sense of security. At the same time, they guide young children along their initial paths into the world and help them explore their environment. Kindergartens are flexible and react accordingly to the requirements of their time. In so doing, in their role of children's advocate, they seek solutions which, despite all open-mindedness in regard to what is necessary, do not impair their right to free personal development.

If kindergartens had not existed since the time of Friedrich Fröbel, they would have to be invented.

The Author

Kindergarten: elementary education of small children

Only a few German words have found their way into the English language as loan-words. Examples of this are Volkswagen, rucksack, sauerkraut... and kindergarten. The word kindergarten is apparently so apt and so easy to remember that it needs no translation. Even Turkish has adopted the loan-word "kindergarten". Literal translations of the term can be found throughout the European language area.

What does "kindergarten" mean exactly? Initial information is provided by the dictionary:

"Kindergarten, sociopedagogical institution for children aged three to six, or to the time they commence school, with half or all-day supervisory care."

Apart from the term "kindergarten", others — likewise meaning facilities for children of this age — have been coined in Germany and internationally. They are all combined with the word "school": Vorschule (also called Spielschule formerly), école maternelle (France), kleuterschule (Netherlands), nursery school (United Kingdom). Here, the mental approach reveals a differently conceived image of purpose. The term "kindergarten" prompts spontaneous association with something which is demarcated and watched over — something which permits untrammelled development. Combination with the word "school", on the other hand, signalizes deliberate, systematic advancement by means of instruction and the organized teaching of skills and knowledge.

These two positions characterize the highly differing approaches to all pedagogical concepts in regard to the elementary education of small children. But older than both of these is a commitment which grew out of the social conditions prevailing in the pre- and early industrial era: the accomodation, supervision and basic care of the small children of working mothers or parents subjected to the pressure of working conditions. The result was the setting up of waiting rooms, child-care facilities, homes and similar institutions. The Großes Armen-Kollegium in Hamburg, for instance, resolved in the year 1792:

"a few reliable old women should be selected from among the poor, and be given a commodious dwelling with a little bread and milk so that they can look after and care for the young children who are brought to them by working mothers or older brothers and sisters."

The social-welfare commitment constitutes the third root of infant education. Consequently, because of this further element, the latter is exposed to a somewhat strained situation with three differing, and to some extent, contradictory approaches. They are to be found — with differing emphasis — in almost all educational concepts for children in this age bracket. The balance between them depends on the prevailing expectations and objectives. As a result, there are constant reasons or urgent requirements for a shift of emphasis. This not infrequently generates heated controversies in regard to youth and education policy.

Kindergarten — Kindertagesheim — Kinderhort — Kinderkrippe

The term "Kindergarten" is the generally accepted designation for institutions catering for three to six-year-old children in the Federal Republic of Germany. Even those groups in which children of school age, who are still not ready for school, enjoy systematic promotive measures are called "Schulkindergarten" (School Kindergarten) in most of the Bundesländer (constituent states). In others they are known as "Vorklasse" (Preschool or Nursery Class). Organization-wise they are affiliated to schools.

In many cases, children attend kindergarten in the mornings and afternoons, or mornings only. The children go home for lunch. In major cities and heavily populated areas in particular, there is oftentimes considerable need of facilities offering care of children for the whole day. There, on principle, they receive a warm midday meal. Institutions such as this are frequently called "Kindertagesheim" or "Kindertagesstätte". Wherever there is a requirement, individual kindergartens, which normally close at midday, are now offering all-day places in increasing measure. This move ensures that children can attend a kindergarten in their neighbourhood instead of having to travel to all-day facilities farther away.

Children making their own lanterns for the "Martin Procession". *Photo: INP/Vollmer*

A "Kinderhort" is attended, as a rule, by school pupils between the ages of six and fifteen, especially those whose parents go out to work and who have to be given meals and educational supervision after school. In such institutions they also have the opportunity to do their homework.

"Kinderkrippen" cater for infants up to the age of three, particularly if their parents' jobs make this essential. These facilities are of importance for persons bringing up children alone who are unable to find alternative means of care of their children. Then there are the occasional "Krabbelstuben" which have been set up for two to three year oids. On the whole, though, preference is given to a larger mixture of ages, in some cases considerably beyond the crèche age.

Special kindergartens for handicapped children usually stay open all day, too. Here the advantage is two-fold: the children are given systematic help to overcome or compensate for their handicaps, whilst their parents, who are often driven to the limits of their endurance looking after these children, are provided with temporary relief. Various forms of joint education for handicapped and non-handicapped children have been increasingly developed in the Federal Republic of Germany in the last few years.

It all began with Friedrich Fröbel

It was German educator Friedrich Fröbel who is reputed to have exclaimed whilst strolling through woods in his native Thuringia: "Eureka! We'll call the institution kindergarten!" Following manifold studies, Fröbel (born 1782) experienced fundamental impressions and impulses during the time he spent with Pestalozzi in Switzerland. But separation soon followed. The controversy among Pestalozzi pupils about the correct method had already pushed the great educator's basic ideas into the background. Despite the great respect he had for his teacher, Fröbel probably sensed:

- how easily the elementary method and the ABC of this approach ossified,
- how wrong it was to use the elementary method with infants. It "must", at all events,

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be based on prelimary, livelier, more natural childlike instruction,
- how much rational schooling needed to be supplemented by an ABC of art, by tangible, free creativity.

Fröbel constantly further developed these findings in ever new points of departure and in highly unfavourable economic conditions. Basically, though, they contain all the elements of his kindergarten concept which was to become a paradigm throughout the world. "Children's rights" had still not been discovered, child-labour and child-distress were still rife, the rural stamp of social structures was beginning to disintegrate. Against this background, the demand to set up kindergartens, to create special areas just for children where they could develop freely in security and devoid of performance pressure, must have been nothing short of revolutionary. Here they were to receive help in coming to grips with life, and to grasp vital correlations through self-activity; here they were to learn to see themselves as part of the whole. Fröbel attached great importance to gardening, free creativity, building with clay, sand and wood. He systematically developed geometric playthings ("Spielgaben" or gifts as he called them) consisting of balls, spheroids, cubes and cylinders. By taking materials apart and re-assembling them, children were to learn of their inherent laws — development in diversity and return to unity. "Lebenseignung" (fitness for life) was the keyword in Fröbel's thoughts and actions. This also included — to a marked extent — the enrichment experienced by adults and children in their life together.

Kindergartens were rapidly set up in many places in Germany after 1840. This development was accompanied by the need for trained kindergarten staff. Consequently, as early as 1843, Fröbel elaborated training courses for "Kindergärtnerinnen" (female kindergarten or nursery school teachers), who were to run kindergartens and provide families with relief. He planned to organize them on the lines of existing kindergartens. He had thus set out the salient features of the course to be followed:

- Kindergarten was to be a family-supplementing institution.
- The new women's occupation of "Kindergärtnerin" was established.
- Kindergarten teachers were to receive reality-oriented training for application in reality.

Fröbel's ideas met with enthusiastic approval in many places. Pupils and friends got together to put them into practice. Contact was also rapidly established with progressive Volksschule (elementary school) teaching staff. The relationship between kindergarten and school was discussed at a large teachers' convention in 1848. But — in 1851 Fröbel's institutions were the victim of restorative policy in Prussia. The latter suspected socialist tendencies in non-denominational activity.

Fröbel died a year later, honoured by many friends and supporters. He did not live to witness the lifting of the ban on his kindergartens. The triumphant march of his idea worldwide, spawned by the requirements of modern industrial society, could not be stopped by authoritarian intervention. At the same time, his life's work founded a manifold development of kindergarten education. He generated lasting impulses and interesting controversies, and launched developments which, even today, are triggering important initiatives in the field of practice.

Different from Bundesland to Bundesland

There are a good 1.4 million kindergarten places in the Federal Republic of Germany. The statutory basis of their activity is basically different from that of schools.

The Basic Law (Constitution) of the Federal Republic of Germany merely contains this general statement in Article 7: "The entire educational system shall be under the supervision of the state." All further stipulations, such as the regulations governing compulsory schooling, general learning aims, the structure of the school system are laid down by the individual Bundesländer in their own school legislation relating to their area of authority.

The statutory basis for the whole of the youth welfare sector, and thus the work of kindergartens, however, is laid down in the Federal Act known as the "Gesetz für Jugendwohlfahrt" (JWG), i.e. the Youth Welfare Act. In this is embodied the right of every child to education and the priority of family upbringing. Over and above this, it defines the organizational structure and the duties of public assistance for youth according to the following pattern:

- Jugendamt (Youth Office)
- Landesjugendamt (Land/State Youth Office)
- Oberste Landesbehörde (Supreme Land Authority).

§ 5 of the Youth Welfare Act runs as follows:

"It is the duty of the Youth Office to encourage, promote and, if needs be, create facilities and events required for the welfare of youth."

"As long as suitable facilities and events are made available, expanded or created by independent youth welfare organizations, the Youth Office shall desist from setting up its own facilities and events."

State planning powers

This sets out the basic stipulation for all youth welfare measures: apart from fundamental planning powers, the state is only permitted to provide help for private initiative in smaller social structures. The translation of this subsidiary principle into reality has — local authorities aside — resulted in a large number of independent youth welfare organizations assuming responsibility, among other things, for the provision and running of kindergartens. These responsible bodies include the major Churches and welfare associations — as well as individual initiatives by parents. The staffing, material and operational costs of these institutions have become so great, however, that the bodies responsible can no longer cover these expenses through parents' contributions and their own financial efforts. As a result, financial help has to come from the Bundesländer and local authorities. In order to provide these subsidies with a secure statutory basis, numerous Bundesländer have introduced special kindergarten legislation. It can be regarded as laws of application in respect of the Youth Welfare Act. They are intended to do justice to the principle of equal treatment in the readily grasped sector. Over and above this, they also offer legal security in those matters for which the Youth Welfare Act makes no definitive ruling.

On account of these preconditions there is, as far as kindergarten reality is concerned, an extraordinary variety of organizations, structures,

Artists of the future: children familiarizing themselves with the world of colours in a Bonn kindergarten.
Photo: INP/Bundesbildstelle

Bundesländer with special kindergarten legislation

Baden-Württemberg
Bavaria
Bremen
Hamburg
Northrhine-Westphalia
Rhineland-Palatinate
Saarland

correlations, procedure methods and financial models. A certain measure of coordination and control of the specialized activity at administrative level is carried out by the Conference of Youth Ministers and Senators. This designation was chosen although there is no Bundesland in the Federal Republic of Germany which boasts of a ministry devoted exclusively to youth welfare matters. These "Jugendminister", as they are called in German, are persons whose work includes youth and other matters as part of their duties. In most cases — in varying combination — they are the health, family, social affairs and labor sectors. Even so, in some of the Bundesländer, responsibilities are divided up between the ministries of social affairs and education and cultural affairs. In some cases, kindergartens are allocated exclusively to education administrations. The specialized preparation for the work performed by the Youth Minister Conference is done by the Arbeitsgemeinschaft der Obersten Landesjugendbehörde, i.e. Association of the Supreme Land Youth Authority. Within this framework, a special commission devotes its attention to kindergarten affairs.

Providing bodies — umbrella organizations

The responsible bodies and the individual institutions cooperate on a voluntary basis in umbrella organizations and professional associations. Because of the large measures of independence and personal responsibility on the part of all concerned, the latter — especially the kindergarten staff and parents — are expected to feel themselves committed in particular measure to "their" institution. There is no hierarchical pattern of graduated supervisory authorities, comparable with the school system. Mandatory are:

- observance of the implementing regulations in the Bundesländer with kindergarten legislation
- fulfilment of the stipulations of state supervision of homes
- compliance with local building and hygiene regulations.

"Heimaufsicht" (supervision of homes) is obligatory on account of the Youth Welfare Act which requires "that the physical, mental and spiritual well-being of minors is guaranteed in the institutions". The freedom on the part of the organizing bodies of the institutions, however, remains untouched as far as aims and implementation of educational duties are concerned.

It's all a matter of money

"Everything surges towards gold, everything depends on gold" — a finding from Goethe's play "Faust". And even if not everything depends on it, a lot still does. Staffing, material, operating and investment costs have rocketed enormously in the last few years. Any improvement in size of staff, any drop in group frequencies, or any other qualitative improvement makes itself directly felt by the kindergarten organization and all those helping to bear the expense as a cost factor for each individual kindergarten place. Any increase in the availability of places during the same period must take these increased costs into account as a basis for the calculation of overall financial outlay.

The great diversity of institutions, organizational structures and financial arrangements in the kindergarten sector makes a presentation of exact figures well-nigh impossible in regard to public and private expenditure. According to surveys by the Federation-Länder Commission for Educational Planning and Research Promotion, there were 1.4 million kindergarten places in the Federal Republic of Germany in 1986. The Commission's published figures reveal that the funds allocated by the Bundesländer and local authorities came to DM 3.9 billion in 1988. This sum gives a clear indication of the considerable amount of money spent by society as a whole for the care and promotion of infants prior to their commencing school.

The sum total of staffing, material and operating costs comes to DM 300 per place per month. This figure is exceeded or fallen short of depending on regional circumstances. Without doubt, though, it is so high that it cannot, as a general rule, be met by parents alone. To demand this would scare off attendance at kindergartens and, in the majority of cases, make it impossible. For this reason every effort is

made — the Bundesländer do it in different ways — to keep the parental contribution for each place as low as possible. As a rule, the costs are shared between the Bundesland concerned, the local authorities, the kindergarten organization and the parents. Since 1975, the subsidies from the public purse, in other words, the amount paid by the Bundesländer and local authorities, have increased from an original DM 1,300 per kindergarten place per annum to the present DM 2,600 in 1988. Basically this has done nothing more than absorb rising costs. In terms of actual improvement of care per place, about DM 100 was provided.

The regulization of costs is an important component in kindergarten legislation in most of the Bundesländer. By their means the arrangements in regard to the rates the parents have to pay can also be made in the majority of cases. These rates are usually fixed sums. If parents have more than one child at kindergarten, reductions are often granted. Wherever necessary, youth offices can also systematically award special subsidies, over and above this. On principle, attendance of a kindergarten should never be prevented on financial grounds.

Parental contributions

Generally valid statistics on the level of parental contributions cannot be made. These depend on the size of groups, the length of supervisory care, the number and qualifications of staff, the level of general expenditure, as well as on the financial muscle of the responsible bodies for the individual kindergartens, and frequently differ from institution to institution, from local authority to local authority, and from Bundesland to Bundesland. This is why the contributions paid by the parents cannot be recorded by comprehensive statistics.

As a general rule, however, it is assumed that the average monthly costs are somewhere in the range of

DM 50—70 for half-day attendance
DM 80—100 for all-day attendance (including lunch)

if all the subsidies paid by local authorities and Bundesländer are taken into account. At local level, of course, lower or higher parental contributions may be demanded. The spectrum stretches from no contributions at all to full payment of the actual costs incurred.

From time to time, particularly low contributions are asked for in the case of preschool promotion of five-year-old children. This is designed to make it easier for parents to send their children to kindergarten. During the kindergarten reform in the 1970s, complete exemption from contributions was aimed for kindergarten attendance. This aim was not realized, however. The Bundesländer were unable to make the required funds available.

Educational euphoria in the sixties and the kindergarten

From time to time over the last three decades, the development of kindergartens has been marked by changes nothing short of hectic. A new beginning came after the streamlining attempts by the Nazis and the destruction during World War II. Parents gladly sent their children to kindergarten provided they managed to obtain one of the scarce places. The complete devastation of residential areas and the streams of refugees had created an unbelievable shortage of accommodation. Public-assistance buildings were erected in great number and quickly, but the majority of the dwellings were very small. The "Kinderzimmer" (child's room) was about half the size of a normal room and no more than six square metres in area. That didn't leave much room for play. Kindergartens offered somewhat better preconditions for elementary experiences and social learning. In view of the many now small families, this applied in particular to the countless only children. In many cases, both parents went out to work to be able to finance their material replacement or backlog requirements. Then the kindergartens had to ensure that children were amply catered and cared for.

Provided external conditions permitted, the kindergarten educators tried to latch on to the reforms initiated in the 1920s according to the ideas of Friedrich Fröbel and Maria Montessouri. Before they had anything like succeeded in achieving comprehensive new concepts, the Soviets startled the Western World by launching their Sputnik into space in 1957. In a "peaceful competition of systems", America thereupon began to mobilize all talent reserves to meet the challenge of the time. Very soon, the educational euphoria reached the Federal Republic of Germany. In 1965, German educationalist and

religious philosopher Georg Picht alarmed his compatriots with the discovery of the "German educational catastrophe". Heinrich Roth, professor of educational science and psychology at Göttingen University, created a conceptual basis for comprehensive reorganization of the whole education system with his 1969 report entitled "Begabung und Lernen" (Talent and Learning). Special attention was drawn to learning ability in early childhood; "Begabung" (talent) was defined as predominantly "Be-gaben", the endowment of talent by classroom teachers, and not as the interaction between "challenge and response". Far-reaching radical tendencies rapidly combined with these theories.

The zeal for change hit kindergartens with full force. Ambitious parents were now intent on paving the way to Abitur (university entrance qualification) for their children through learning to read at an early an age as possible and early introduction to the theory of sets. Academics provided them with arguments. Publishers and the toy industry smelt promising business with their production of a flood of new materials. Even the typewriter industry joined in by designing special attachments for the operative enlargement of the type. Simultaneously, anti-authoritarian, non-authoritarian, low-key repressive styles of upbringing were proclaimed, and elementary rules of hygiene "exposed" as suppressive mechanisms. As kindergartens often did not fall into line with the desired changes readily and quickly enough — or didn't even want to — a large number of "Kinderläden" (which literally means "children's shops") were set up. By their means, parental initiatives strove to implement infant education in accordance with their wishes in empty stores and the like. Kindergartens were severely criticized, written off as antiquated, and often labelled "custodial institutions".

Removal of class barriers

The Federal Government's "Bildungsbericht '70" (1970 Education Report), introduced radical reform of kindergartens. The shortage of staff, materials and fittings were to be made good, the lack of places remedied. The "Kindergartenstufe" (kindergarten stage) was changed into the "Elementarbereich des Bildungswesens" (Elementary Stage of the Education System) and was regarded as a major step towards the "systematic removal of class barriers" which stood in the way of personal advancement. At the same time, there was an important shift in the terminology used to describe the substance of commitments. True, it was emphasized that there was no question of "scholastic learning" at elementary level; but "Elementarerziehung" (elementary education) and "Vorschulpädagogik" (preschool education) were often rolled into one synonym on the sly. The position of the kindergarten, particularly the five-year-old age groups, was substantially governed by commitments *before* school and *for* school. Intentionally or not, school now became the priority pivot in the lives of young people, even though it was intent on elaborating child-tailored objectives and work forms.

One particular bone of contention was the question as to whether five year olds could be promoted whilst still at kindergarten or — better — in a "preclass", in general, affiliated to a school organization-wise. As far as kindergartens were concerned, though, the educationally desirable opportunities offered by a mixture of ages would have been severely slashed. Faced with this situation, the Federation-Länder Commission for Educational Planning and Research Promotion resolved in 1973 to examine, by means of its "Bildungsgesamtplan" (General Plan for Education) "whether the educational connection between the elementary and primary stages (Primarbereich) presupposed a standardized correlation of facilities for five year olds".

This decision triggered a violent conceptional controversy. Work plans were elaborated for the different activity and learning areas. But even if the authors were intent on doing justice to the prerequisites of infant education, they could not

Three to six-year-old residential population[1] according to Bundesländer (constituent states)

Bundesland	Children
Baden-Württemberg	293,606
Bavaria	345,481
Berlin (West)	54,370
Bremen	13,172
Hamburg	37,477
Hesse	159,559
Lower Saxony	210,875
Northrhine-Westphalia	489,802
Rhineland-Palatinate	112,133
Saarland	30,396
Schleswig-Holstein	73,440
Federal Territory	1,820,311

1) Germans and foreigners
Source: Bundesländer statistics

deny their being spawned by scholastically-stamped thought processes. Familiarization with scholastic organizational and work forms stood to the fore. The content was broken down into learning situations, learning prerequisites, learning forms, learning aims, partical aims, precise aims.

Experimental models

Numerous experimental models were to underpin the education planners' concepts. At the same time, important projects for the further development of infant education got under way. On the strength of a broadly spanned comparative study, evidence was obtained in Northrhine-Westphalia, in particular:

- that improved educational promotion is possible both at the elementary and primary levels,
- that the disadvantages resulting from family, social and regional preconditions could only be partially compensated in every case, but better through several years' attendance of kindergarten than one years' promotion in a preschool class in any case,
- that the creation of small mixed-age groups of three to five year olds in kindergarten is more favourable for the development of social relations overall than the setting up of similarly-aged groups in preschool classes.

These exceptionally differentiated and thorough investigations took a lot of heat out of the controversies between the school and kindergarten sectors.

Kindergarten reform in the 1970s

Whilst the quarrel over the correlation of the five year olds was still raging, basic reform in the content of kindergarten work was initiated. To this end, committed practicians and experts from the central associations, ministries and other institutions got together in several places. Thus, after years' of work, "Arbeitshilfen" (work helps), "Leitlinien" (guidelines), "didaktische Materialien" (didactic materials), the "Soziales Lernen" (social learning) curriculum with numerous didactical units, work programmes, suggestions for multifarious "projects", concepts for physical education and sculptural creativity were produced. At the same time, the framework conditions were improved step-by-step in the majority of the Bundesländer: groups were reduced in size, qualified staff appointed. The latter was made possible by considerable expansion of training capacity for educational personnel. The professional titles of "Kindergärtnerin" and "Jugendleiterin" were replaced by "Erzieher/in" and "Sozialpädagoge".

Within the framework of the Federation-Länder Commission for Educational Planning and Research Promotion, the "Arbeitsgruppe Elementarbereich" (Elementary Stage Working Group) commenced the planning of a federal-wide, three-year "Erprobungsprogramm" (trial programme) for the elementary stage in 1973. Ten Bundesländer were directly involved, regardless of their cultural autonomy or the political-party composition of their state governments. A total of 240 independent and local-authority-run institutions, 960 pedagogical staff and 15,000 children took part. 60 academic experts took on the scientific accompaniment and evaluation.

Political intentions

The trial programme was not geared to a standardization of aims, pedagogical content and work methods in kindergartens. This would have been impossible anyway in view of the legal situation, differing political intentions and varying preconditions of the individual Bundesländer, quite apart from the plurality of responsible bodies. There was, however, general unanimity on the basic view that educational work in kindergartens should take concrete situations in a child's life as the point of departure. This concept was outlined by the two terms "Soziales Lernen" (Social Learning) and "Elementare Sozialerziehung" (Elementary Social Education). They signify both the comprehensive, all-embracing character of the educational processes and their embodiment in social circumstances inside and outside the children's group. In this way, the possibility of acquiring social competence aside, the foundations for diverse other learning results are created, such as in the linguistic, cognitive and creative areas.

The seepage of the general educational boom in the quicksand of the political events of the day, plus the constant low ebb in the public purse spawned a situation where not all the consequences of the reform movement in the kindergarten sector were put into effect. Even so, it must not be overlooked that there has been a

marked improvement in the size of groups, staffing arrangements and other basic conditions. Most important of all is the continued unanimity in regard to the aims of kindergarten education in which both the German kindergarten tradition and impulses of a later date have been integrated:

- the safeguarding of children's rights to attention, recognition and sense of security;
- respect for children's current feelings, needs and interests;
- stabilization of children's personal resources to be able to come to terms with the challenges of the future;
- the priority of social learning in mixed-age groups over the acquisition of formal knowledge and skills;
- the inclusion of the parents in kindergarten work;
- the inclusion of children's immediate living world in games and projects;
- the opening-up of the kindergarten externally and its inclusion in the life of the community.

Kindergarten places according to Bundesländer 1986

Bundesland	Number of places	per 100 children aged 3 to 6 years old
Baden-Württemberg	308,936	105.2
Bavaria	238,329	69.0
Berlin (West)	34,618	63.7
Bremen	13,238	79.5
Hamburg	20,169*	53.8
Hesse	144,757	91.2
Lower Saxony	121,886	57.8
Northrhine-Westphalia	377,225	77.0
Rhineland-Palatinate	110,698	100.0
Saarland	29,181	96.0
Schleswig-Holstein	39,346	53.8
Federal Territory	1,438,383	78.9

* excluding 6,200 places in preschool classes in school sector

Source: Calculations by the Deutsches Jugendinstitut (DJI) on the basis of: Statistisches Bundesamt, Fachserie 6.3, 1988

Promotion of creative powers

The promotion of children's creative and inventive powers plays an important part in the overall complex of the kindergarten's duties. They are neither the automatic product of maturation and learning processes nor a special form of brain power. Basically, every new personal discovery, long experienced by adults, is something new for a child, a creative happening. This applies even more to facing up to ever new challenges which a child needs to master the daily round. To this end, a considerable measure of "social fantasy" is required. At the same time, the promotion of creativeness is also an existential precaution: human progress is only possible through the interplay of "challenge and response". It should not be overlooked that this particular emphasis has provided an important element of Fröbel thought with renewed validity. The promotion of creative powers, though, should not be practised in kindergarten by means of special learning programmes. On the contrary, children's creativeness must enjoy manifold incitement, scope for untramelled development and commensurate help for personal activity.

Important impulses of kindergarten reform in the Federal Republic of Germany also took effect in the points of departure for a re-orientation of the "Grundschule" (Primary School). Characterized by the term "Offene Grundschule" (Open Primary School), the latter calls, first, for a greater opening-up of schools and teachers towards children. Second, in this way, a clear openness between all those involved in education is being aimed for. Furthermore, it is regarded as essential that the primary school "opens its doors and windows more widely" than has been the case so far. This is designed to throw out the "artificiality of scholastic learning and teaching", which is still too marked, in favour of "Learning in the daily round at school" which is more closely related to life outside the school. As education experts have established, changes of this nature in working style and work content at primary schools could more readily ease children's transfer from kindergarten to school than diverse organizational measures.

Play, playing, playful creativeness

Even in the hottest phases of kindergarten reform, when there was still violent debate about correlations, learning programmes and didactical concepts, the children remained unperturbed by the goings-on among the adults: they went on playing. They did the same as children have done since the days of yore: prehistoric toy-finds indicate this.

For a long time, research inquired into the aim and object of play. Parallel and successive

At many kindergartens in the Federal Republic of Germany bilingual books are available for the children of foreign parents. *Photo: INP/Kment*

theories were advanced which offered highly differing explanations. Getting rid of excess energy, practising skills, imitating adults, working off harmful instincts. Even since Johan Huizinga published his "Homo ludens" in 1939, the following has remained undisputed: "In play we are dealing with an essential quality of life, easily recognizable to all." Taking this as a prerequisite, playing, particularly in the case of children, becomes an important medium for the "development of personality". This basic right is protected by the Federal Republic of Germany's Basic Law (Constitution).

Play forms and structures are manifold. Basically they are all related to the vital, the dynamic, the not-yet-determined — as well as the urge to create. Here, undoubtedly, is one of the reasons why children have always sought and found opportunities to play since time immemorial. As a consequence, young children's education has always been confronted with this phenomenon, time and time again. Thus Friedrich Fröbel developed his "Theory of Play" and his geometric playthings (Spielgaben).

There has always been an inclination generally, to grant the "little ones", who are not suited to any form of serious activity anyway, a certain amount of "Spiel-raum", room to play, scope. And yet, there was hardly ever a time when there were not attempts to exploit this play — which was unavoidable anyway — for educational purposes. Thus, there is still many a kindergarten teacher who makes a distinction between free, guided play and learning by playing; the German toy industry has designed learning games and learning toys. Not infrequently, the natural and spontaneous joy in playing is used as a vehicle for "learning-aim-oriented" work.

Anyone using play merely as a means to an end in the education of small children, is thinking too small. Playing, games, children's play have

a value unto themselves. It is in direct relationship to the moment, to openness, freedom, diversity of the possible, the opportunity for the never-before existent. Learning — in the narrower sense of the word — is usually the provision of instruments to solve the problems of yesterday. Playing, playful inventiveness, creativity, however, generate outlooks and attitudes which enable the solving of current and future challenges. Their close relationship to primary learning forms, which are not based on imparted word or picture, make a considerable contribution to this. It is perhaps here that one of the most important tasks of elementary upbringing and education in kindergarten is to be found which should be continued — more than at present — in the whole of the education system.

The training of kindergarten staff

The word "garden" is one of the oldest in the Indo-European language area. It signifies something fenced-in, enclosed, walled-in. But it would not be enough to merely create a kindergarten which offers a protected, free area for children in the hope that this will suffice for their fruitful development. On the contrary, it also needs persons

- who devote themselves to the children,
- who offer them protection and security,
- who give them confidence when stepping out into life's motley multifariousness,
- who impart impulses and challenges,
- who assume responsibility for the fact that all risks are calculable.

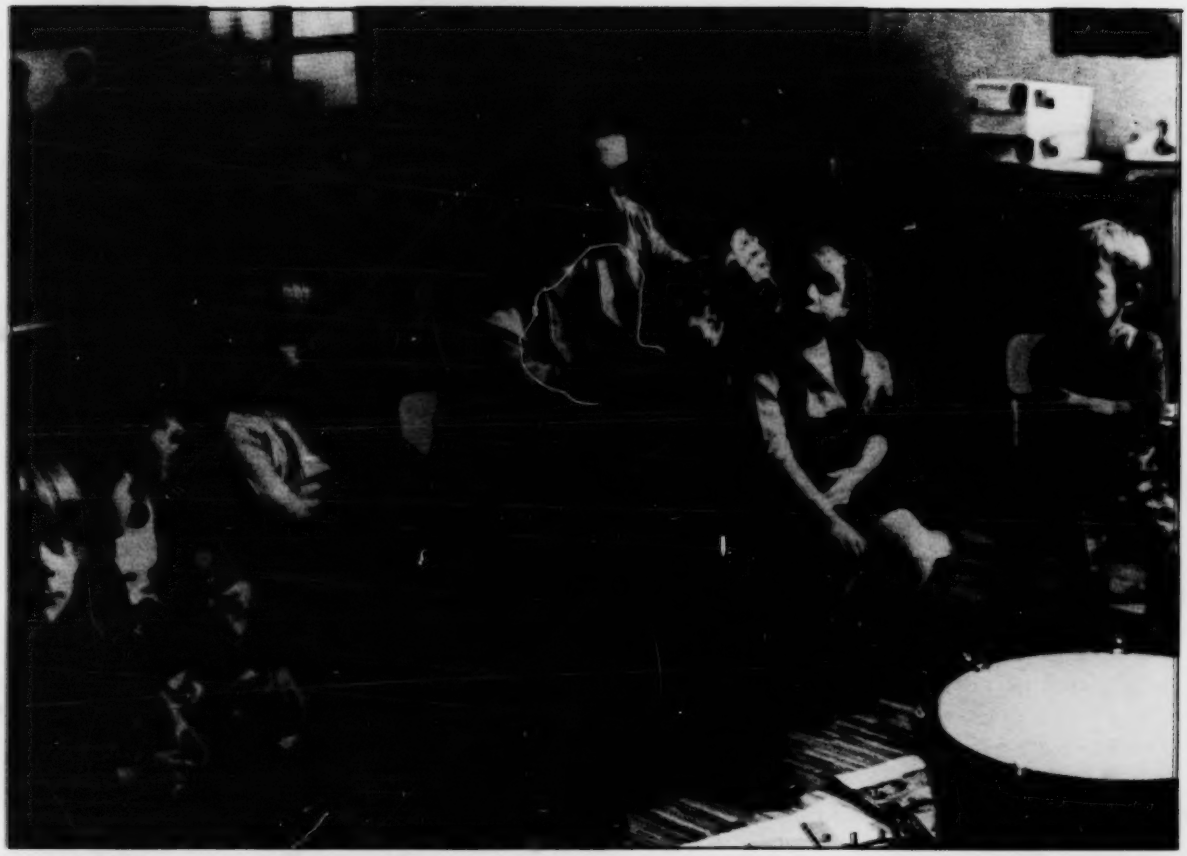
Even Fröbel trained the teachers for his first "Spielkreise" (play circles) in 1839.

Socio-scientific publications of a more recent vintage go as far as to question the fact of being a child on our society. But even such media-effective slogans as "Das Ende der Kindlichkeit der Kinder" (The end of the childishness of children) or "Das Verschwinden der Kindheit" (The disappearance of childhood) have not been able to blind us to the fact that little children cannot develop the necessary powers to come to terms with their existence without a special area watched over by adults. As a rule, this is to be found initially in the "togetherness" of mother and child, and within the confines of the family. But even here, influences can make their presence felt which, on the grounds of educational responsibility, must be repressed or which make intermediary help and diverse experience and learning essential. A few keywords offer some indication: the professional activity of the parents, restricted accommodation at home, denatured environment, dense traffic, a veritable avalanche of information from the mass media and the falsification of reality through an irrelevant selection of the alleged values of reports. In contrast, the kindergarten can become a private area for diverse, commensurate experiences and encounters. At the same time it is in a position to provide the basis for exploration of the adult world and to offer refuge for personal introspection and the processing of impressions. Whatever the case may be, the presence of adults is needed to assist children with know-how, commitment and a sense of responsibility.

Regional arrangements

There are various training courses providing the necessary qualification to fulfil the diverse pedagogical duties. The elementary organizational form in kindergarten is the group of 20 to 25 children. They are usually in the charge of an "Erzieherin" or "Erzieher" (see glossary) who has been trained at a "Fachschule" (schools designed to train specialized middle level personnel to assume major responsibilities in specific areas). There is often a second trained member of staff who shares the duties of looking after the group; the latter work for a varying number of hours, depending on local and regional arrangements. This second person has usually attended a Fachschule, too, or a "Berufsfachschule (full-time vocational school) and qualified as "Kinderpfleger" or "Kinderpflegerin" (male or female child-care worker). Occasionally a "Vorpraktikant" (someone gaining practical experience before undergoing training) or "Berufspraktikant" (person doing twelve months practical experience during or on completion of training) fulfil this function.

It goes without saying that adequate and well-trained staff has considerable influence on the quality of the pedagogical work. There have been repeated demands from the practical sector for at least two pedagogically trained persons for every kindergarten group. This objective has still not been achieved everywhere in the Federal Republic of Germany. Despite all the financial problems in the last few years, the average ratio (number of children per member of



Equal rights for male kindergarten staff are not the rule but by no means unusual in Germany. *Photo: INP/Bast*

staff) has steadily improved. Whereas — statistically — a kindergarten had to look after 17.5 children in 1975, this figure had dropped to 11.7 by 1986. Some 73 per cent of trained kindergarten staff were women.

As soon as several groups of children are merged into a kindergarten, a principal becomes necessary. Apart from professionally experienced kindergarten teachers (Erzieher), male and female "Sozialpädagogen" (see glossary) also assume this position. The latter are trained at a "Fachhochschule" (college for higher professional training). The duties of a kindergarten principal are:

- overall responsibility for the work of the kindergarten,
- professional guidance and supervision of the trained staff in the groups,
- responsibility for contacts outside the kindergarten,
- dealing with organizational matters and fulfilment of administrative responsibilities.

Concomitant in-service training measures

Usually graduates of a Fachhochschule (see above) or university assume responsibility as advisers and for the further (in-service) training of staff. Basically, every member of staff should have the freedom and opportunity to participate in concomitant career-oriented in-service training measures. The right of individual members of staff is linked with their personal obligation to further train, which means: making their own efforts in regard to in-service training and doing all in their power to be able to perform their professional activity in a qualified and competent manner. Additional in-service training opportunities are offered, as a general rule, by institution organizations, central associations or socio-pedagogical associations. Here a distinction must be made between:

- in-service training during the professional initiation stage,

Responsibility structures in the elementary stage — Position as per 1.12.1988

Bundesländer	Curricular Responsibility	Organizational Responsibility	Supreme Land Youth Authority
Baden-Württemberg	Ministry of Education, Cultural Affairs and Sport	Ministry of Labour, Health, and Social Affairs	Ministry of Labour, Health, and Social Affairs
Bavaria	Bavarian State Ministry of Education and Cultural Affairs		Bavarian State Ministry of Labour and Social Affairs[1]
Berlin	Senator for Schools, Youth and Sport		Senator for Schools, Youth and Sport
Bremen	Senator for Youth and Social Affairs		Senator for Youth and Social Affairs
Hamburg	Senator for Schools, Youth and Vocational Training		Senator for Schools, Youth and Vocational Training
Hesse	Hessian Social Affairs Ministry		Hessian Social Affairs Ministry
Lower Saxony	Lower Saxony Education and Cultural Affairs Minister		Lower Saxony Education and Cultural Affairs Minister
Northrine-Westphalia	Ministry of Labour, Health and Social Affairs		Ministry of Labour, Health and Social Affairs
Rhineland-Palatinate	Ministry of Social Affairs and Families		Ministry of Social Affairs and Families
Saarland	for kindergartens: Ministry of Cultural Affairs, Education and Science for Kindertagesstätten: Ministry of Families, Health and Social Affairs		Ministry of Labour, Health and Social Affairs
Schleswig-Holstein	Minister of Education Youth, Science and Culture	Planning and promotion of kindergartens: Ministry of Social Affairs, Health and Energy	Ministry of Education, Youth, Science and Culture

1) In Bavaria, the kindergarten ist not a Youth Assistance institution in the JWG sense: it must be regarded as an independent educational institution.

- in-service training to cope with the professional daily round,
- in-service training for the innovation and qualitative further development of kindergarten education,
- in-service and further training for special professional duties.

Training, in-service training and further training are designed to equip socio-pedagogical staff in kindergartens with the wherewithal to be competent interlocutors for the parents of the children entrusted to their care. The Basic Law (Constitution) and the Youth Welfare Act both emphasize the special importance and responsibility of parents in the education of the children. Experimental models at home and abroad have shown that disadvantages, conditioned by unfavourable family, social and regional circumstances, can only be partially compensated by family-supplementing institutions — of any type. This clearly points to close cooperation between kindergarten and parents. For this reason, the Bundesländer have, as a general rule, institutionalized the cooperation of parents in the kindergarten's work. This, though, should not blind us to the fact that the

effectivenese of such proposed close cooperation with parents is ofttimes hampered by external circumstances, particularly by the parents' professional activity. Here, in practice, new arrangements are being developed which take these circumstances into consideration.

In these new arrangements, various forms of sociableness, such as joint playing, eating, experience of parents and children together — as well as parents alone — play an important role. In this respect, too, the kindergarten is "opening up".

Guidelines for the furnishing and layout of kindergartens

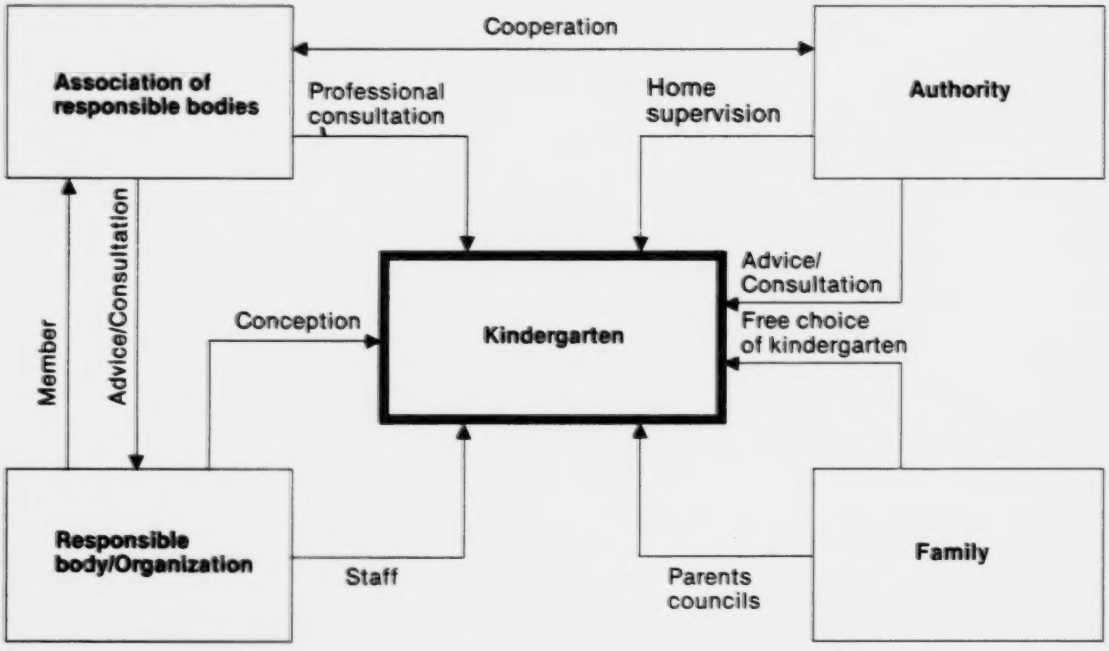
The room and the immediate environment, which serve as a stimulative background, are of basic importance for the living, experiencing and learning processes of a children's group. As a rule, the "Heimaufsicht" (home supervision) at the Land youth offices lay down minimum requirements for the furnishings and equipment of kindergartens. Over and above this, there are also guidelines and model-room programmes for

- the furnishing and fittings of group and ancillary rooms,
- cloakrooms for the children,
- rooms for staff and parental consultations,
- material, work and store rooms,
- facilities for physical education.

The federal average of main usufructuary space available to each child at kindergarten is 4 sq. metres.

The requirements laid down by the supervisory authorities are of special importance insomuch as they constitute the basis for the granting of subsidies for the building and running costs of kindergartens. In the case of newly erected buildings, fire and hygiene regulations have to be observed. There are also regulations for the keeping of animals as for the external ameni-

The kindergarten in the network of interests and institutions



Source: „Der Kindergarten", Handbuch für die Praxis ("The Kindergarten": Manual for practical usage)
Published by Herder-Verlag — Freiburg, Basel, Vienna 1978

ties. Educational toys must conform with DIN norms (standardization scales).

The compliance with standard safety precautions and regulations is undoubtedly of the utmost importance. Fortunately, however, trained pedagogical staff and kindergarten architects have come to realize that safety and easy maintenance must not become the exclusive criteria for the organization of a kindergarten, if it is to be a "place for children". In this context, it is assumed that spatial structures, human modes of behaviour — as well as feelings, thoughts and actions — can exert deep-reaching influences. The room must not appear as a large, oppressive architectural element which clashes with the much more modest claims of children. On the contrary, it should be of an unmistakable, interesting and stimulative character — designed to arouse and underpin children's powers of imagination. The available space must not be immediately registered and its functionality perceived. Lighter and darker zones, high and low ceilings, recesses, depressions and cave-like areas, beams which traverse the room, room dividers — they are to create variety in the way the children experience the room.

Gallery of self-portraits in a Kindertagesstätte.
Photo: INP/Rekort, Bremen

The group area in kindergarten should

- present itself in the eyes of the child as a variety of several small rooms,
- offer security,
- permit a number of different types uf usages,
- generate differing activities — alone or together with others.

Similar principles prevail in the design of the external amenities. Here, too, efforts must be made to go beyond mere greenery; a multifarious complex of incitements to play, and challenges must be created.

New commitments

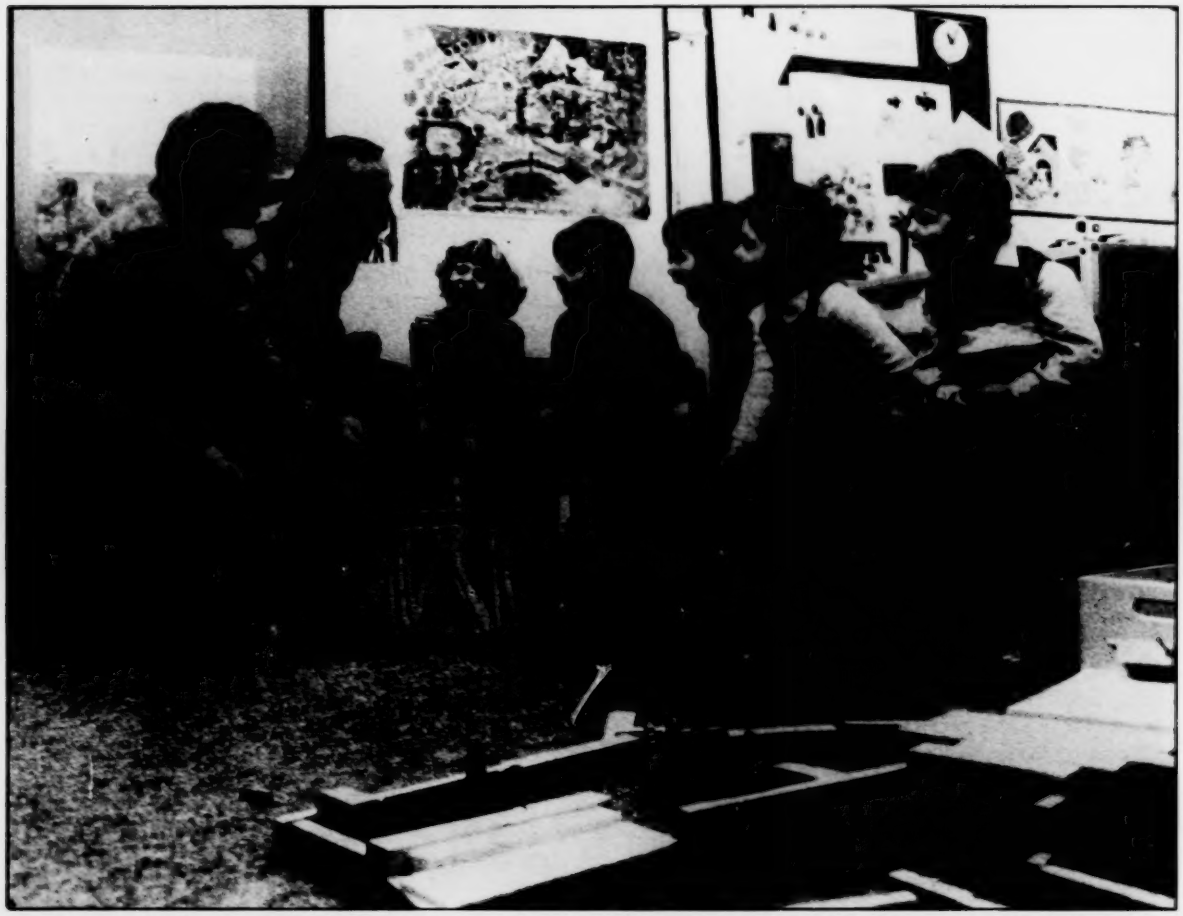
For a long time, public interest and political attention were concentrated on questions concerning education and upbringing in kindergartens. For several years now, however, the socio-political components of the work performed in these institutions have advanced more prominently into the limelight.

More flexible opening hours for kindergartens

The structures of families, models and self-images of man and woman, the working world, social reality and social structure have undergone radical shifts of emphasis and transformations in the last few years. This has inevitably resulted in repercussions on the intertwinement of family relations, and, in particular, on the situation regarding the care and education of children. The professional activity of women, the greatly differing hours of work and the marked demand for family-supplementing help have triggered wide-spread discussion as to how the traditional kindergarten can react more flexibly to the changed situation of children and their families by introducing "opening times justified by demand". Any move towards flexibility, however, automatically results in a chain of further changes. These touch upon pedagogical-conceptual, staffing, organizational and financial problems.

Integration of handicapped children

One of society's most important duties is to enable all citizens of the Federal Republic of Germany to enjoy equal participation in the life of the community. This right, which both non-



Learning is child's play: deaf children being taught to speak by means of gesticulations. *Photo: INP/Kment*

handicapped and handicapped persons are entitled to in equal measure, is, in the opinion of the majority, best fulfilled if handicapped persons are equipped in special institutions for life within society. With the publication of the German Education Council's recommendation on "the educational promotion of handicapped children or those threatened by disablement" in 1973, a new point of view began to take root: integration assistance for handicapped persons should not be restricted to rehabilitation measures, but be aimed, in particular, at the integration of the disabled into society.

Since that time, a large number of experimental models have been tried out to establish whether and under what conditions joint promotion of handicapped and non-handicapped children is possible in kindergarten. In this connection, it was discovered that small children as a rule, still react to similarly-aged, handicapped children in a spontaneous and uninhibited manner. They even approach children with severe handicaps openly and without prejudice. The prerequisite for success in this area, however, calls for systematic pedagogical planning, adequate framework conditions in regard to size of groups, staff availability, as well as intensive in-service and further training measures.

A house for children

In connection with a greater flexibility of opening times, a further "opening" of kindergarten, which goes considerably farther, is under discussion. By this is meant, for example, work with varying group structures with children of very different ages, the educationally purposive use of the "intermediate times", between morning and afternoon supervision. The combination of kindergarten, Kinderkrippe and Kinderfreizeitstätte is being considered. In this way, models such as "Kinderhaus" or "Kinderzentrum" (children's house, children's centre) are enjoying new topicality.

The usual cooperation with parents aside, new moves towards a wide range of parental collaboration and education is being discussed. Considerations such as this acquire even greater significance in rural areas. Now that the school, pastoral care, local authority administration, gastronomy and, in many cases, attractive shopping opportunities have been frequently withdrawn from villages, a new point of departure offers itself for the creation of social service crystallization points. By opening up externally, kindergartens could help to take people there out of their isolation. This also applies to the ofttimes isolated families in newly built-up areas.

Points of departure for developments of this nature can easily be found in parental work and projects oriented towards the community. It is being aimed for in all those places where it is both possible and purposive to include the kindergarten in public life and to let it perform its share of communal duties. In each individual case, though, ways in which cooperation with other groupings in the community can be brought about, must be examined.

Promotion of the children of foreign parents

Some 4.6 million foreigners — including one million children and juveniles under the age of 16 — are living in the Federal Republic of Germany at the present time. 67 percent of these young persons were born here. Most foreign fellow-citizens live in heavily populated areas (Ballungsgebiete). The proportion of foreigners of the population in major cities is a follows:

Frankfurt am Main	25	percent
Offenburg	21.7	percent
Munich	17.4	percent
Düsseldorf	16.2	percent
Berlin	13.7	percent
Hamburg	11.0	percent

Many of the foreign children attend kindergarten. In certain focal areas, more than 50 percent of kindergarten children are foreign nationals, and in isolated cases more than 70 percent. In the same way as German children, they enjoy the "right to the promotion of their development and to education, to become self-responsible, socially-equipped persons" (Draft by the ministry responsible for a new Youth Assistance Act). In this context, their particular social and cultural requirements and characteristics are being taken into consideration in each case.

These commitments confront pedagogical staff in kindergartens with manifold and difficult problems if they are to do justice to all the children in their institutions. They call for a large measure of open-mindedness and knowledge of the socio-cultural prerequisites, as well as human understanding and commensurate pedagogical attitudes and approaches. Often, the biggest problem for both the foreign children and the German kindergarten staff is one of communication. As far as the children are concerned, there is a certain division between their mother tongue and the German language which represents an important foundation for successful school attendance in the Federal Republic of Germany. This is why it is essential to develop diverse opportunities of "situation -tied learning of language".

The aim of all these efforts is to provide foreign children with the necessary help for their personal and vocational development. Here, care must be taken to preserve their cultural identity. In particular, the major organizations responsible for kindergartens, as well as the institutes for the exploration and further development of infant pedagogics are making important contributions to the provision of work forms for the promotion of foreign children (such as the Deutsches Jugendinstitut, Munich, the Sozialpädagogisches Institut des Landes Nordrhein-Westfalen, Cologne, and the Staatsinstitut für Frühpädagogik und Familienforschung, Munich).

Important Addresses

Organizations of responsible bodies:

Bundesarbeitsgemeinschaft
der Freien Wohlfahrtspflege e.V.
(Federal Association of Independent
Welfare Institutions Inc.)
Franz-Lohe-Straße 17
D-5300 Bonn 1

Arbeitsgemeinschaft
der kommunalen Spitzenverbände
(Association of Communal Central Associations)
c/o Deutscher Städtetag
(German Cities Assembly)
Lindenallee 13—17
D-5000 Köln 51

Deutscher Caritas-Verband e.V.
(German Caritas Association)
Lorenz Werthmann-Haus
Karlstraße 40
D-7800 Freiburg i.B.

Diakonisches Werk
der evangelischen Kirche in Deutschland
(Charitable Organization of the
Protestant Church in Germany)
Stafflenbergstraße 76
D-7000 Stuttgart 1

Deutscher Paritätischer Wohlfahrtsverband
(German Non-Denominational
Welfare Organization)
Heinrich-Hoffmann-Straße 3
D-6000 Frankfurt a.M.

Authorities:

Bundesministerium für Jugend, Familie,
Frauen und Gesundheit
(Federal Ministry of Youth, Families,
Women and Health)
Kennedyallee 105—107
D-5300 Bonn 2

Ministerium für Arbeit, Gesundheit, Familie und
Sozialordnung
(Ministry of Labour, Health, Families and
Social Order) Baden-Württemberg
Rotebühlplatz 30
D-7000 Stuttgart 1

Ministerium für Kultus und Sport
(Ministry of Education, Cultural Affairs
and Sport)
Baden-Württemberg
Königsstraße 44
D-7000 Stuttgart

Bayerisches Staatsministerium für Arbeit
und Sozialordnung
(Bavarian State Ministry of Labour
and Social Order)
Winzererstraße 9
D-8000 München 40

Bayerisches Staatsministerium für Unterricht
und Kultus
(Bavarian State Ministry of Education
and Cultural Affairs)
Salvatorstraße 2
D-8000 München 2

Senator für Jugend und Familie
(Senator for Youth and Families)
Am Karlsbad 8—10
D-1000 Berlin 30

Freie und Hansestadt Bremen
Senator für Jugend und Soziales
(Free and Hanseatic City of Bremen
Senator for Youth and Social Affairs)
Bahnhofsplatz 29
D-2800 Bremen 1

Freie und Hansestadt Hamburg
Behörde für Schule, Jugend
und Berufsausbildung
(Free and Hanseatic City of Hamburg
Authority for Schools, Youth
and Vocational Training)
Hamburger Straße 37
D-2000 Hamburg 76

Hessisches Sozialministerium
(Hessian Ministry of Social Affairs)
Dostojewskistraße 4
D-6200 Wiesbaden

Niedersächsischer Kultusminister
(Low Saxony Minister of Education
and Cultural Affairs)
Schiffgraben 12
D-3000 Hannover

Minister für Arbeit, Gesundheit und Soziales
Nordrhein-Westfalen
(Minister of Labour, Health and Social Affairs,
Northrhine-Westphalia)
Horionplatz 1
D-4000 Düsseldorf

Ministerium für Soziales und Familie
Rheinland-Pfalz
(Ministry of Social Affairs and Families,
Rhineland-Palatinate)
Bauhofstraße 4
D-6500 Mainz

Ministerium für Arbeit, Gesundheit und Sozialordnung des Saarlandes
(Ministry of Labour, Health and Social Affairs of the Saarland)
Franz-Josef-Röder-Straße 23
D-6600 Saarbrücken

Kultusminister Schleswig-Holstein
(Minister of Education and Cultural Affairs)
Gartenstraße 6
D-2300 Kiel 1

Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung
(Federation/Länder Commission for Educational Planning and Research Promotion)
Friedrich-Ebert-Allee 39
D-5300 Bonn 1

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"Handbuch der Elementarerziehung" (Manual of elementary education); Ed. Prof. Dr. W.E. Fthenakis; Kallmeyer'sche Verlagsbuchhandlung — Seelze/Velbe 1988

"Enzyklopädie Erziehungswissenschaft" (Encyclopedia of Educational Science); Handbuch und Lexikon der Erziehung Bd. 6 "Erziehung in früher Kindheit" (Manual and Encyclopedia of Education. Vol. 6. "Education in early childhood)"; Ed. Jürgen Zimmer; Published by Klett/Cotta-Verlag, Stuttgart 1984

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Deutsches Jugendinstitut (German Youth Institute), Projektgruppen "Einrichtungen für Kinder", "Ausländerpädagogik", "Erziehung von Kindern mit besonderen Problemen" usw. (Project groups "Institutions for children", "Pedagogics for foreigners", "Education of children with special problems" etc)
Laufende Veröffentlichungen von Daten, Informationen und Dokumentationen (Continuous publication of data, information and documentation), Freibadstraße 30, D-8000 München 90)

Sozialpädagogisches Institut des Landes Nordrhein-Westfalen (Socio-pedagogical Institute of Land Northrhine-Westphalia), Richard-Wagner-Straße 12, Köln 1. Laufende Veröffentlichungen zu speziellen Problemen der Kleinkinderpädagogik (Continuous publications on special problems of infant education); published by Verlag W. Kohlhammer, Cologne

Staatsinstitut für Frühpädagogik und Familienforschung (State Institute of Early Education and Family Research), Arabellastraße 1, D-8000 München 81. Veröffentlichungen zu aktuellen Problemen der Kleinkindpädagogik (Publications on current problems in infant education); published by Herder-Verlag, Freiburg

Arbeitsgemeinschaft für Jugendhilfe (AGJ) (Association for Youth Assistance), Haager Weg 44, D-5300 Bonn 1. Veröffentlichungen zu aktuellen Problemen der Jugendhilfe (Publications on current problems of youth assistance)

Deutscher Verein für öffentliche und private Fürsorge (German Association for Public and Private Welfare), Stockborn 1—3, D-6000 Frankfurt am Main. Veröffentlichungen zu aktuellen Problemen der Jugendhilfe (Publications on current problems of youth assistance)

Pestalozzi-Fröbel-Verband (pfv) (Pestalozzi-Fröbel Association). Veröffentlichungen von Dokumentationen zu aktuellen Problemen der Kleinkind-Pädagogik und der Ausbildung der sozialpädagogischen Fachkräfte (Publications of documentations on current problems of infant education and the training of socio-pedagogical staff), Barbarossastraße 64, D-1000 Berlin 30

Glossary of Keywords

Bildungsgesamtplan: Long-term framework plan by the Federal Government and the governments of the Bundesländer (constituent states) for coordinated development of the whole of the education system in the Federal Republic of Germany. (The General Plan for Education was elaborated by the Federation-Länder Commission for Educational Planning and Research Promotion and approved in 1973.)

Bildungsreform: Steps taken by the Bundesländer to reform their education systems on the basis of the General Plan for Education (see above).

Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung: Planning commission for the development of the whole of the education system in the Federal Republic of Germany. It was first set up in 1970, following an administrative agreement between the Federal Government and the governments of the Bundesländer.

Elementarerziehung: Systematic, all-embracing education of children of kindergarten age

Erzieher, Erzieherin: Socio-pedagogical trained staff for the supervision and care of little children in kindergarten (Final certificate from a Fachschule for Socio-Pedagogy)

Jugendamt: Official office in cities and Landkreise (administrative districts) which is reponsible for all matters of assistance for youth in its own area of jurisdiction.

Jugendwohlfahrtsgesetz: Federal Act as approved on 25 April 1977, which basically regularizes all matters appertaining to public assistance for youth, provided it does not infringe on the powers enjoyed by the Bundesländer. (The initial Youth Welfare Act/JWG was approved in the year 1922.)

Kindergarten: Socio-pedagogical institution for children aged three to six

Kindergartengesetz: Statutory basis for kindergarten work.

Kinderhaus: Socio-pedagogical facility for smaller children which, apart from the promotive programmes in kindergarten groups, also offers manifold other events, such as recreational activities for schoolchildren.

Kinderhort: Socio-pedagogical institution for working parents' children

Kinderkrippe: Socio-pedagogical institution for children under the age of three

Kindertagesheim: Kindergarten offering all-day care of children

Kindertagesstätte: General term for socio-pedagogical institutions providing half-day or all-day supervision of children

Kulturautonomie der Länder: The right of the Bundesländer to manage their own cultural affairs, particularly the organization of their education systems.

Landesjugendamt: Higher authority which supports the work of individual youth offices and ensures that they fulfil the duties with which they have been entrusted.

Oberste Landesbehörde: the supreme youth assistance authority in a Bundesland. It is often referred to as the "Oberste Landesjugendbehörde", the Supreme Land Youth Authority. In particular, its duties include the initiation and promotion of institutions and events which are of basic and overlapping importance for the work of the youth offices and Land youth offices.

Sozialpädagoge/in: Trained socio-pedagogical staff for directorial duties in kindergartens (Final Certificate from a Fachhochschule für Sozialpädagogik/College of Special Education)

Spielkreise: Games for small children, organized by parents.

Subsidiaritätsprinzip: Obligation on the part of the state, apart from its planning powers, to offer assistance essential for the fulfilment of youth-help measures through self-responsible groupings.

Vorschulerziehung: Systematic pedagogical promotion for children in their last year prior to commencing school

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